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ABSTRACT

A Formative Evaluation Questionnaire and a Summative Evaluation Questionnaire, developed specifically to assess the Institute's goals and objectives, were administered to the participants. Administered midway through the Institute, the 13-item Formative Evaluation Questionnaire was composed of 2 parts designed to secure information about their: (1) sex, employment status, participation in bilingual bicultural programs, and description of the program; and (2) reactions to the Institute. There were 220 responses. The Summative Evaluation Questionnaire, which was given at 2 different times, consisted of 15 items designed to secure information about their ethnic identification, employment status, and reaction to the Institute. There were 190 responses. Items in each questionnaire were analyzed individually. In analyzing the 2 surveys findings, it was found that the respondents were indicating the significant expectations for Bilingual Bicultural Education. This paper gives: (1) the item as it appeared on the questionnaire, (2) an item frequency selection from a computer print out showing how the respondents answered, (3) a narrative of the item's purpose, and (4) an analysis of the results. (NQ)

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AN EVALUATION OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

NOVEMBER 28 - DECEMBER 1, 1973
ALBUQUERQUE, NEW MEXICO
NATIONAL EDUCATION TASK FORCE DE LA RAZA
&
NATIONAL EDUCATION ASSOCIATION

Evaluation Made By
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PREFACE

This report contains information taken from two surveys especially prepared for the National Bilingual Bicultural Institute held in Albuquerque, New Mexico, November 28 - December 1, 1973. Each of the surveys had a specific function as is indicated in the introduction. As the reader reviews the Statement of Goals of the Institute, it is clear that the Institute desired to impact the trends of Bilingual Bicultural Education for the '70s. In analyzing the findings of these two surveys, it has been found that the participants at the Institute, more specifically the respondents of these two surveys, are indicating the significant expectations for Bilingual Bicultural Education. In view of the fact that there are some 220 respondents in the first survey and 190 respondents in the second representing the views of administrators, project coordinators, teachers, university professors, community and students, these findings take on greater significance. More important, these participants came from 25 states in this country. Certainly then the findings of this report can help set new trends for Bilingual Bicultural Education

A few of the significant findings of this report are:

. . . that the Language Maintenance Program is the more extensively utilized educational strategy of the two in terms of Spanish/ English language development [Table 1.4, pp. 15-16].

. . . that a very high percentage (89.5%) of the respondents feel that Bilingual Bicultural Education should a continuous program from preschool to high school and it can be concluded there is strong

support for this position [Table 1.11, pp. 29-30].

. . . there exists a high priority in recruitment and hiring of Spanish-speaking teachers in the majority of the participants' district or project area; however, it must be noted that 12.7% strongly feel that hiring of Spanish-speaking teachers is not a priority. A point of further research should be a determination as to the identification of employment status of these respondents [Table 1.12, pp. 31-32].

. . . that a very high percentage (95%) of the participants felt the teachers' knowledge of children and appreciation of the cultural environment of the community from which their students derive should be given a high priority in the preparation of teachers for bilingual programs [Table 1.14, pp. 35-36].

. . . a very high percentage (90.5%) of the respondents felt that a high priority be given to the teacher being bilingual [Table 1.16, pp. 39-40].

Further analysis of the respondents by categories will be made and will become an addendum to this report.

We are extremely indebted to Joseph Garcia and Alex Peralta, (doctoral candidates), and the research committee at the University of New Mexico, College of Education, whose untiring efforts have made this valuable information possible. It has been a wonderful educational experience and a joy working with them.

Another purpose of providing this report is to urge the various states planning follow up institutes to conduct similar research so that a new badly needed body of knowledge can begin to be compiled. Not only will this process improve subsequent institutes but will give education

leadership a more accurate sense of what is going on in the various parts of the country, what is desired and what is hoped for.

It is our hope that the findings of this report will be utilized in not only setting trends for Bilingual Bicultural Education for the '70s, but will play its role in providing quality education for the linguistically and culturally distinct child in this country.

Certainly, we perceive this work as a valuable contribution of the Chicano community toward Bilingual Bicultural Education and ultimately to Cultural Pluralism in America.

Dr. Henry J. Casso
Executive Secretary
The National Education Task Force
de la Raza

1/18/74

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INTRODUCTION

This is an attempt to evaluate the results of the National Bilingual Bicultural Institute. The evaluation report consists of a chapter outlining the Institute's goals and objectives. An overview of the Institute is presented in the second chapter to provide the reader with a summary of the Institute's program and activities. Since two instruments were administered at the Institute, they will be analyzed and discussed in two different chapters.

The third chapter consists of an analysis of the first instrument administered, the Formative Evaluation Questionnaire. The fourth chapter contains an analysis of the second instrument, the Summative Evaluation Questionnaire. The analysis on both instruments is done for each item.

Recommendations as reported by the participants according to Item #13 of the Summative Evaluation Questionnaire are reported on the fifth chapter. Finally, a chapter summarizing the National Bilingual Bicultural Institute will highlight the evaluation results.

Members of the Evaluation staff include: Joseph O. Garcia, John Pacheco, Alex Peralta, Tina Peralta, Rosamaria Ruiz and Richard Sanchez.

OVERVIEW OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

A National Bilingual Bicultural Institute co-sponsored by the National Education Task Force de la Raza and the National Education Association was held on November 28 through December 1, 1973 in Albuquerque, New Mexico. There were approximately 1,300 participants at the Institute of which 679 formally registered according to the computer listing.* The Institute attracted participants from 25 states and Mexico. The majority of the participants came from five states and Washington, D.C. These included: New Mexico, 240; Colorado, 94; Texas, 92; California, 75; Washington, D.C., 46; and Arizona, 33. These figures represent registered participants only.

Other states represented at the Institute included: Florida, Georgia, Idaho, Indiana, Illinois, Kansas, Maryland, Massachusetts, Michigan, Minnesota, New York, Nebraska, Nevada, Ohio, Oregon, Tennessee, Utah, Virginia, Washington, and Wisconsin.

On Wednesday evening, November 28, 1973, the Honorable Bruce King, Governor of the State of New Mexico, officially welcomed the approximately 1,100 participants in attendance to the Institute. Following Governor King's official welcome, Ramon Huerta, Executive Commissioner of NEA, provided the opening remarks substituting for Dr. Helen Wise

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*This list has been broken down by states, position, and organization and is available through the office of the National Education Task Force de la Raza; Albuquerque, New Mexico.

who was unable to attend. The opening address was made by Senator Joseph M. Montoya from the State of New Mexico entitled, "A U.S. Senator's Perspective of Bilingual Bicultural Education: Past, Present, and Future."

In Thursday morning's general session Sr. Luis Saavedra, Chairman of the Albuquerque City Commission, and Dr. Ferrel Heady, President of the University of New Mexico, welcomed the participants. Sr. Josue Gonzalez, the speaker for the session, presented a paper entitled, "Growth Pains in Bilingual Bicultural Education Since Tucson '66."

Following Mr. Gonzalez's address a number of selected bilingual bicultural exemplary projects were highlighted. Projects with 4-5 years experience were recommended to relate success along with problem areas. They presented major and minor findings in their programs and made recommendations for national and state legislation. A panel format was utilized to facilitate interaction. The exemplary projects were broken down into the following areas: preschool, elementary school, middle school, secondary school, community colleges, and teaching training institutions.

The Thursday luncheon addresses were presented by Mr. James A. Harris, President-Elect of NEA, and Dr. Rupert Trujillo, Chairman of the National Education Task Force de la Raza.

On Thursday afternoon, a series of Work Labs were held simultaneously to provide participants the opportunity to review and synthesize the information presented to aid in the formulation of the Institute

position document. The Work Labs consisted of the following sessions: National Legislative Action, State Legislative Action, Administrative Action, Association Action, Court Action, and Community Action. The Formative Evaluation Questionnaire was administered toward the conclusion of the Work Labs.

Thursday's Institute activities were concluded with Dr. John Aragon's, Director of Cultural Awareness Center, University of New Mexico, "A Journey into a Cultural Experience." The cultural experience consisted of music, poetry, and refreshments.

Friday morning the Institute began by highlighting seven nationally funded bilingual bicultural projects. A general session followed with a special report presented by Mr. Samuel Ethridge, Director of Civil and Human Rights Programs, NEA entitled, "Current Statistical Projection for the Need for Spanish-Speaking Teachers."

Friday's luncheon address consisted of an interaction panel. U.S. Representative Manuel Lujan from the State of New Mexico and U.S. Senator Floyd Haskell from the State of Colorado interacted with moderators from Thursday's Work Labs on major Institute issues. A general session followed the luncheon addresses consisting of reports from Thursday's work sessions in an effort to continue the development of the Institute position document. The Summative Evaluation Questionnaire was administered to the participants toward the end of the general session. To conclude Friday's activities the Institute provided its participants with a bit of cultural entertainment.

Saturday's activities were initiated with a general session in the form of a panel. Panelists consisted of officials representing the Department of Health, Education and Welfare, U.S. Office of Education, and the National Institute of Education who responded to issues and concerns in Bilingual Education stemming from the Institute Work Labs.

A second general session followed with representatives of major organizations in American public education. Another attempt was made at this time to secure feedback from participants concerning the Institute by administering the Summative Evaluation Questionnaire to those participants who hadn't filled it out Friday afternoon.

At approximately 12:00 noon the Institute came to a conclusion as scheduled.

STATEMENT OF GOALS

On November 28 - December 1, 1973 the National Education Task Force de la Raza and the National Education Association jointly sponsored a National Bilingual Bicultural Institute. The central theme of the Institute was entitled, "A Relook at Tucson '66 and Beyond." The Institute was conducted at the Western Skies Motor Hotel, Albuquerque, New Mexico.

The Institute set forth the accomplishment of three goals:

To provide participants with alternatives and options to examine the various aspects of Bilingual Bicultural Education in school settings with high concentrations of Mexican-American students, i.e., community involvement, teaching practices, teacher preparation, research, legislation, and court actions.

To provide opportunities for participants to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the United States.

To provide opportunities for participants to acquire greater knowledge, skills, and expertise that will enable them to influence the direction of Bilingual Bicultural Education.

The Institute also hoped to satisfy the following six objectives:

To review the rationale, conference activities, and recommendations of the 1966 Tucson conference.

To review the important activities in Bilingual Bicultural Education since 1966.

To demonstrate exemplary Bilingual Bicultural Education programs which have been implemented in school settings with high concentrations of Mexican-American students.

To review present and pending state Bilingual Bicultural Education legislation and appropriations.

To review present and pending national Bilingual Bicultural Education legislation and appropriations.

To develop new directions for Bilingual Bicultural Education in American education for the '70s which will lead to national legislation.

Two instruments in the form of questionnaires were developed specifically to assess the Institute's goals and objectives by Joseph Garcia, Richard Sanchez, Alex Peralta, graduate students at the University of New Mexico and Thomas Saucedo, Negotiations Research Specialist for the National Education Association; Dr. Henry J. Casso, Executive Secretary, National Education Task Force de la Raza; and Tomas Villarreal, National Education Association. The evaluation of the National Bilingual Bicultural Institute will be based to a large extent on the analysis of both instruments.

AN ANALYSIS OF THE FORMATIVE EVALUATION QUESTIONNAIRE
OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

The Formative Evaluation Questionnaire is composed of two distinct parts. The first part consists of four items, which are designed to secure information about the participants. The desired information about participants consists of the participants' sex, employment status, level of participation in Bilingual Bicultural Programs, and the description of the bilingual program engaged in. The second part of the questionnaire is composed of nine items designed to secure information from the participants concerning the Institute. The Formative Evaluation Questionnaire is found in Appendix A.

This particular questionnaire was administered midway through the Institute* on Thursday afternoon, November 29, 1973 at the end of the Work Labs Session scheduled between 2:00-3:30 P.M. Members of the Institute's Evaluation Staff administered the instrument. There were 220 participants who responded to the questionnaire.

The format of the analysis consists of two pages per item. Each item is analyzed individually. At the top of the first page appears the item as it appeared on the questionnaire. On the same page there is a frequency count from a computer printout showing how the 220 respondents responded to this item. The second page consists of a narrative dealing with the purpose of the item and an analysis of the results.

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*The purpose was to see if the implementation of Institute design was on target in order to guarantee maximum benefit for the participants--in order to assure that their personal objectives were being met.

TABLE 1.1

A FORMATIVE EVALUATION QUESTIONNAIRE OF
THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

A. Sex: _____M
_____F

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	0.9
MALE	1.00	113	51.4
FEMALE	2.00	105	47.7
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the percentage of male and female participants in attendance at the Institute.

Analysis of the Results

Of the total (220) respondents 2 or .9% did not respond to this particular item. Of those responding, 113 or 51.4% were male and 105 or 47.7% were female. Both sexes were almost equally represented. The fact that the males exceed the females by only 3.7% is indicative that Bilingual Bicultural Education is a topic of concern to both sexes.

Suggestions for Further Analysis and/or Future Research

It would be interesting to learn if there exists significant differences in how the males and females responded to the nine items concerning the Institute. Also, it might be worth noting how the sexes size up in the other three respondent characteristic items.

TABLE 1.2

B. Employment Status: (check the most appropriate response)

_____Administrator
_____Project/Program Coordinator
_____Teacher or Professor
_____Other (specify)_____
_____Para Professional
_____Community Representative
_____Student

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.5
ADMINISTRATOR	1.00	44	20.0
PROJ COORDINATOR	2.00	37	16.8
TEACHER OR PROF	3.00	70	31.8
PARA PROFESSIONAL	4.00	4	1.8
COMMUNITY REP	5.00	7	3.2
STUDENT	6.00	25	11.4
OTHER	7.00	32	14.5
	TOTAL	220	108.0

Purpose of the Item

The intent of this item was to secure information from the respondent concerning employment status. The primary question being, are the participants mostly administrators, teachers, or others?

Analysis of the Results

Of the total (220) respondents only 1 or .5% did not respond to this particular item. Of those responding 70 or 31.8% were teachers or professors (the group best represented); followed by 44 or 20% administrators; 37 or 16.8% project or program coordinators; 25 or 11.4% students; 7 or 3.2% community representatives, and 4 or 1.8% paraprofessionals. There were 32 or 14.5% of the respondents who identified themselves in the "other" category.

Suggestions for Further Analysis and/or Future Research

It would be of interest to learn if any significant differences exist for each item among the six employment status categories. Of special interest would be to learn if basic differences exist among administrators, project coordinators, and teachers on any of the nine items concerning the Institute.

TABLE 1.3

C. Level of Participation in Bilingual Bicultural Programs:

_____Elementary School	_____College/University	_____Other (specify)
_____Middle School	_____Community	_____
_____Secondary School	_____State	_____Not Applicable
_____District	_____Federal	

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	5	2.3
ELEMENTARY SCHOOL	1.00	58	26.4
SECONDARY SCHOOL	3.00	17	7.7
DISTRICT	4.00	9	4.1
COLLEGE OR UNIV	5.00	37	16.8
COMMUNITY	6.00	5	2.3
STATE	7.00	8	3.6
FEDERAL	8.00	6	2.7
OTHER	9.00	16	7.3
NOT APPLICABLE	10.00	17	7.7
MORE THAN ONE LEVEL	11.00	42	19.1
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the participants' level of participation in Bilingual Bicultural Programs.

Analysis of the Results

Of the total (220) respondents 5 or 2.3% did not respond to this item. Of those responding 58 or 26.4% were engaged in Bilingual Bicultural Programs at the elementary level; this represents the highest level of participation. The second highest number of respondents, 42 or 19.1% indicated they participated in more than one level. The combination was primarily between elementary and secondary schools. There were no participants who responded as participating in Bilingual Bicultural Programs at the middle school level. The third highest level of participation came from respondents participating at the college/university level at 37 or 16.8%.

The remaining respondents indicated their level of participation in Bilingual Bicultural Programs as follows: secondary school 17 or 7.7%, district 9 or 4.1%, community 5 or 2.3%, state 8 or 3.6%, federal 6 or 2.7% and "other" 16 or 7.3%. There were 17 or 7.7% of the respondents to which this item did not apply.

Suggestions for Further Analysis and/or Future Research

It would be of interest to learn if significant differences exist among the respondents from the various levels of participation in Bilingual Bicultural Programs in terms of their responses to the nine items concerning the Institute.

TABLE 1.4

D. Check the statement below which best describes your bilingual program with regard to Spanish/English language development.

_____1. Language Maintenance Program (The instructional program is designed to develop and expand the two languages and related cultures throughout the course of the program.)

_____2. Transitional Program (Spanish is used in the instructional program for the Spanish-speaking child as a "bridge" to learning English. Once the child has achieved an adequate command of English, Spanish is dropped from his instructional program.)

_____3. Not directly involved in a bilingual program.

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	8	3.6
LANG MAINT PROGRAM	1.00	102	46.4
TRANSITIONAL PROGRAM	2.00	28	12.7
NOT INVOLVED BIL PGM	3.00	74	33.6
MORE THAN ONE CHECK	4.00	8	3.6
	TOTAL	220	100.0

Purpose of this Item

The intent of this item was to determine the type of Bilingual Bicultural Program the respondents are engaged in with regard to Spanish/English language development. Two options were made available: Language Maintenance Program and the Transitional Program.

Analysis of the Results

Of the total (220) respondents 8 or 3.6% did not respond to this particular item. Of those responding 102 or 46.4% indicated they employed the Language Maintenance Program with regard to the Spanish/English language development. Twenty-eight or 12.7% of the respondents indicated they employed the Transitional Program in language development. There were 74 or 33.6% of the respondents who indicated they were not directly involved in a bilingual program. Such a relatively high percentage of respondents not directly involved in a bilingual program suggests that the Institute was able to attract a relatively high percentage of participants interested in the subject of Bilingual Bicultural Education. The remaining 8 or 3.6% of the respondents indicated they utilized both the Language Maintenance Program and Transitional Program in language development.

Given these results it can be said that the Language Maintenance Program is the more extensively utilized educational strategy of the two in terms of Spanish/English language development.*

* In another survey of the 58 Title VII ESEA fifth year funded projects with high concentration of Mexican American students, developed at the Task Force Office, to be completed the end of January 1974, this finding is substantiated since it is found that 87% of the respondent directors indicated using the Language Maintenance Bilingual Bicultural Education strategy in comparison to 13% using a Transitional Bilingual Bicultural method. These respondent projects are located in Arizona, California, Colorado, New Mexico, Texas, Illinois, Wisconsin, and Florida.

TABLE 1.5

(Please circle the numerical response that best approximates your choice.)

1. To what extent are you now knowledgeable of the rationale, conference activities, and recommendations of the 1966 Tucson Conference.

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NOT KNOWLEDGEABLE	1.00	45	20.5
	2.00	47	21.4
	3.00	73	33.2
	4.00	37	16.8
VERY KNOWLEDGEABLE	5.00	18	8.2
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its first stated objective which reads: "To review the rationale, conference activities, and recommendations of the 1966 Tucson conference."

Analysis of the Results

All 220 respondents responded to this particular item. Of those responding 92 or 41.9% felt they were not knowledgeable of the rationale, conference activities and recommendations of the 1966 Tucson conference. One of the primary reasons for this figure being so high is that Dr. Helen Wise, President of the National Education Association, was not present to make her opening remarks on "An Historical Review of Tucson '66."

Given that situation there were still 55 or 25% of the respondents who felt they were knowledgeable of the essence of the '66 Tucson conference. Seventy-three or 33.2% of the respondents felt indifferent toward this item.

Given these results it can be said that the Institute was partially successful in accomplishing its first stated objective so far as the majority of the participants were concerned.

TABLE 1.6

2. To what extent has the institute provided you information concerning important activities in Bilingual Bicultural Education since 1966.

Very Little				Very Much
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	0.9
VERY LITTLE	1.00	22	10.0
	2.00	34	15.5
	3.00	80	36.4
	4.00	58	26.4
VERY MUCH	5.00	24	10.9
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its second stated objective which reads: "To review the important activities in Bilingual Bicultural Education since 1966."

Analysis of the Results

Of the total (220) respondents, 2 or .9% failed to respond to this particular item. Of those responding 56 or 25.5% felt the Institute had provided little information concerning important activities in Bilingual Bicultural Education since 1966. On the other hand, 82 or 37.3% felt the Institute had provided them with much of the similar type of information. There were almost just as many respondents, 80 or 36.4% who were indifferent toward this item.

There were two particular addresses designed at accomplishing this objective. One was by Dr. Helen Wise entitled "An Historical Review of Tucson" and the other by Dr. Josue M. Gonzles entitled "Growth Pains in Bilingual Bicultural Education Since Tucson '66."

Given these results it can be said that the Institute was partially successful in accomplishing its second stated objective.

TABLE 1.7

3. Which of the following bilingual bicultural exemplary projects did you attend?

_____Preschool
_____Elementary School
_____Middle School
_____Secondary School
_____Community College
_____Teacher Training

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	18	8.2
PRESCHOOL	1.00	23	10.5
ELEMENTARY SCHOOL	2.00	56	25.5
MIDDLE SCHOOL	3.00	7	3.2
SECONDARY SCHOOL	4.00	20	9.1
COMMUNITY COLLEGE	5.00	14	6.4
TEACHER TRAINING	6.00	52	23.6
MORE THAN ONE CHECK	7.00	30	13.6
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine which levels of education had the highest number and percentage of participants' interest and attendance.

Analysis of the Results

Of the total (220) respondents 18 or 8.2% did not respond to this particular item. A possible reason for such a high number not responding is that perhaps a large percentage of these respondents did not attend the projects. Of those responding 56 or 25.5% attended the exemplary projects dealing with elementary school; 52 or 23.6% attended the projects dealing with teacher training; 23 or 10.5% attended the projects dealing with preschool; 20 or 9.1% attended the projects dealing with secondary school; 14 or 6.4% attended the projects dealing with community college; and 7 or 3.2% attended the projects dealing with middle school. There were 30 or 13.6% of the respondents who indicated they had attended more than one of the bilingual bicultural exemplary projects.

Given these results it can be said that the greatest participant interests in Bilingual Bicultural exemplary projects lie in the areas of elementary school and teacher training.

TABLE 1.8

4. To what extent has the exemplary project provided you with greater knowledge and expertise in that area of bilingual bicultural education.

Very Little				Very Much
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	19	8.6
VERY LITTLE	1.00	27	12.3
	2.00	35	15.9
	3.00	74	33.6
	4.00	42	19.1
VERY MUCH	5.00	23	10.5
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the extent to which the exemplary project provided its participants with greater knowledge and expertise in that area of Bilingual Bicultural Education.

Analysis of the Results

Of the total (220) respondents 19 or 8.6% failed to respond to this particular item. Of those responding 62 or 28.2% felt the exemplary projects had provided them with little knowledge and expertise in that area of Bilingual Bicultural Education. On the other hand, 65 or 29.6% of the respondents did feel the exemplary projects had provided them with greater knowledge and expertise. However, an ever greater number of the participants, 74 or 33.6% felt indifferent concerning this item.

Given these results it can be said, at best, that the respondents were almost equally divided on determining if the exemplary projects had provided them with greater knowledge and expertise in Bilingual Bicultural Education.

Suggestions for Further Analysis and/or Future Research

It would be interesting to learn which of the groups outlined in the previous item (#3) had acquired the greatest knowledge and expertise from the exemplary projects they attended.

TABLE 1.9

5. Which of the following Work Labs did you attend? (check only one)

_____National Legislative Action
_____State Legislative Action
_____Administrative Action
_____Association Action
_____Court Action
_____Community Action

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	1.8
NATL LEGIS ACTION	1.00	30	13.6
STATE LEGIS ACTION	2.00	77	35.0
ASSOCIATION ACTION	3.00	10	4.5
ADMINIS ACTION	4.00	15	6.8
COURT ACTION	5.00	39	17.7
COMMUNITY ACTION	6.00	37	16.8
MORE THAN ONE CHECK	7.00	8	3.6
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine which of the Work Labs had the greatest interest and attendance by the participants.

Analysis of the Results

Of the total (220) respondents 4 or 1.8% did not respond to this item. Of those responding 77 or 35% attended the State Legislative Action Work Lab; 39 or 17.7% attended the Court Action Work Lab; 37 or 16.8% attended the Community Action Work Lab; 30 or 13.6% attended the National Legislative Action Work Lab; 15 or 6.8% attended the Administrative Action Work Lab; and 10 or 4.5% attended the Association Action Work Lab. Eight or 3.6% respondents indicated they attended more than one Work Lab.

Some of the Work Labs continued beyond their scheduled time; hence, not all the participants present at those Work Labs had the opportunity to fill out the questionnaire.

Given these results it can be said that the State Legislative Action Work Lab was the Work Lab with the greatest number of respondents.

TABLE 1.10

6. To what extent has the Work Lab provided you with greater knowledge and expertise concerning major developments in Bilingual Bicultural Education.

Very Little				Very Much
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	7	3.2
VERY LITTLE	1.00	9	4.1
	2.00	31	14.1
	3.00	70	31.8
	4.00	79	35.9
VERY MUCH	5.00	24	10.9
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the extent to which the Work Labs had provided the participants with greater knowledge and expertise concerning major developments in Bilingual Bicultural Education.

Analysis of the Results

Of the total (220) respondents 7 or 3.2% failed to respond to this particular item. Of those responding 40 or 18.2% felt the Work Labs had provided to a limited extent greater knowledge and expertise concerning major developments in Bilingual Bicultural Education. On the other hand 103 or 46.8% of the respondents felt the Work Labs had provided them with greater knowledge and expertise. Seventy or 31.8% of the respondents felt indifferent toward this item.

Given these results it can be said that the Work Labs were successful in providing the participants with greater knowledge and expertise concerning major developments in Bilingual Bicultural Education.

Suggestions for Further Analysis and/or Future Research

It would be of interest to learn which of the Work Labs participants as outlined in the previous item (#5) had acquired the greatest knowledge and expertise from the particular Work Lab attended.

TABLE 1.11

7. The bilingual bicultural program of instruction should be conceived as a continuous program from preschool to high school.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUFNCY (PERCENT)
NO RESPONSE	0.0	5	2.3
STRONGLY AGREE	1.00	187	85.0
	2.00	10	4.5
	3.00	5	2.3
	4.00	2	0.9
STRONGLY DISAGREE	5.00	11	5.0
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the participants' attitude concerning Bilingual Bicultural Education as a continuous program from preschool to high school.

Analysis of the Results

Of the total (220) respondents 5 or 2.3% did not respond to this particular item. Of those responding 197 or 89.5% felt that Bilingual Bicultural Education should be a continuous program from preschool to high school. On the other hand there were 13 or 5.9% who felt that Bilingual Bicultural Education should not be a continuous program. Only 5 or 2.3% of the respondents felt indifferent toward this item.

Given these results it can be said that a very high percentage (89.5%) of the respondents feel that Bilingual Bicultural Education should be a continuous program from preschool to high school and it can be concluded there is strong support for this position.

TABLE 1.12

8. Recruitment and hiring of Spanish-speaking teachers is a high priority in my district or project area.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	11	5.0
STRONGLY AGREE	1.00	99	45.0
	2.00	24	10.9
	3.00	39	17.7
	4.00	19	8.6
STRONGLY DISAGREE	5.00	28	12.7
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the degree of commitment as a high priority in recruitment and hiring of Spanish-speaking teachers in the participants' district or project area.

Analysis of the Results

Of the total (220) respondents 11 or 5% failed to respond to this particular item. These were 123 or 55.9% of the respondents who felt the recruitment and hiring of Spanish-speaking teachers was a high priority in their district or project area. On the other hand, there were 47 or 21.3% of the respondents who felt a high priority in the recruitment and hiring of Spanish-speaking teachers was lacking. Thirty-nine or 17.7% of the respondents were indifferent concerning this item.

Given this result it can be said that there exists a high priority in recruitment and hiring of Spanish-speaking teachers in the majority of the participants' district or project area; however, it must be noted that 12.7% strongly feel that hiring of Spanish-speaking teachers is not a priority. A point of further research should be a determination as to the identification by employment status of these respondents.

TABLE 1.13

9. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority				Low Priority
(a) the personal qualities of the teacher.	1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	7	3.2
HIGH PRIORITY	1.00	153	69.5
	2.00	26	11.8
	3.00	24	10.9
	4.00	6	2.7
LOW PRIORITY	5.00	4	1.8
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the priority of teacher preparation for bilingual programs with regards to the personal qualities of the teacher.

Analysis of the Results

Of the total (220) respondents 7 or 3.2% did not respond to this item. Of those responding 179 or 81.3% of the respondents felt the personal qualities of the teacher should be a high priority in the preparation of teachers for bilingual programs. Only 10 or 4.5% of the respondents felt that the personal qualities of the teacher should be given a low priority. Twenty-four or 10.9% of the respondents felt indifferent toward this item.

Given these results it can be said that a high percentage (81.3%) of the participants felt the personal qualities of a teacher should be given a high priority in the preparation of teachers for bilingual programs.

TABLE 1.14

9. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority				Low Priority
(b) The teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive.	1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	6	2.7
HIGH PRIORITY	1.00	203	92.3
	2.00	6	2.7
	3.00	2	0.9
LOW PRIORITY	5.00	3	1.4
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the priority of teacher preparation for bilingual programs with regards to the teachers' knowledge of children and appreciation of the cultural environment of the community from which their students derive.

Analysis of the Results

Of the total (220) respondents 6 or 2.7% did not respond to this particular item. Of those responding 209 or 95% felt that the teachers' knowledge of children and appreciation of the cultural environment of the community from which their students derive should be given a high priority in the preparation of teachers for bilingual programs. There were 3 or 1.4% of the respondents who felt this should be a low priority. Two or .9% of the respondents were indifferent concerning this item.

Given these results it can be said that a very high percentage (95%) of the participants felt the teachers' knowledge of children and appreciation of the cultural environment of the community from which their students derive should be given a high priority in the preparation of teachers for bilingual programs.

TABLE 1.15

9. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority				Low Priority
(c) Skills in the teaching process.	1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	10	4.5
HIGH PRIORITY	1.00	149	67.7
	2.00	38	17.3
	3.00	13	5.9
	4.00	7	3.2
LOW PRIORITY	5.00	3	1.4
	TOTAL	220	100.0

Purpose of the Item

The intent of this item was to determine the priority of teacher preparation for bilingual programs with regards to the skills in the teaching process.

Analysis of the Results

Of the total (220) respondents 10 or 4.5% did not respond to this item. Of those responding 187 or 85% felt the skills in the teaching process should be given a high priority in the preparation of teachers for bilingual programs. There were only 10 or 4.6% of the respondents who felt the skills in the teaching process should be given a low priority. Thirteen or 5.9% of the respondents felt indifferent toward this item.

Given this result it can be said that a high percentage (85%) of the participants felt the skills in the teaching process should be given a high priority in the preparation of teachers for bilingual programs.

TABLE 1.16

9. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority				Low Priority
(d) That the teacher be bilingual.	1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	3	1.4
HIGH PRIORITY	1.00	168	76.4
	2.00	31	14.1
	3.00	13	5.9
	4.00	2	0.9
LOW PRIORITY	5.00	3	1.4
	TOTAL	220	100.0

Purpose of the Item

The intent of this item is to determine the priority in teacher preparation for bilingual programs in terms of the teacher being bilingual.

Analysis of the Results

Of the total (220) respondents 3 or 1.4% did not respond to this particular item. Of those responding 199 or 90.5% felt that a high priority be given to the teacher for being bilingual. On the other hand, 5 or 2.3% of the respondents felt that a low priority be given to the teacher for being bilingual. There were 13 or 5.9% of the respondents who felt indifferent toward this item.

Given these results it can be said that a very high percentage (90.5%) of the respondents felt that a high priority be given to the teacher being bilingual.

The Formative Evaluation Questionnaire was designed to secure information about the participants and information from the participants concerning the effectiveness of the Institute. More specifically, this instrument attempted to secure the type of information needed by the Institute architects to make any necessary modifications in the Institute's agenda if the participants so indicated.

Within a few hours after the administration of the questionnaire the Evaluation staff had compiled the results and presented them to the Institute architects for examination to determine if any immediate changes were required. As is evident by the results, no changes in the Institute's agenda was required.

The second instrument administered was the Summative Evaluation Questionnaire. The intent of this instrument was also to secure information about the participants and information from the participants concerning the overall impact of the Institute. This instrument differs from the former in that this instrument was designed specifically to assess the success of the Institute in fulfilling its goals and objectives. An analysis of this instrument ensues.

AN ANALYSIS OF THE SUMMATIVE EVALUATION QUESTIONNAIRE
OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

The Summative Evaluation Questionnaire like the Formative Evaluation Questionnaire is composed of two distinct parts. The first part is composed of two items which are intended to secure information concerning the participants' characteristics, namely, the participants' ethnic identification and employment status. The second part of the questionnaire is composed of 13 items designed to secure information from the participants concerning the Institute. The Summative Evaluation Questionnaire is found in Appendix B.

This particular instrument was administered at two different times. The first and originally intended administration of the instrument was Friday afternoon, November 30, 1973 at the end of the General Session scheduled from 4:30-5:30 P.M. The questionnaire was administered to all participants present at that meeting. The fact that only 118 participants responded to the questionnaire suggested that perhaps another administration was needed to increase the sample size and hence get a better reflection.

The following day on Saturday morning during the Second and Third General Sessions between 10:00 A.M. and 12:00 P.M., the Summative Evaluation Questionnaire was administered again by the Evaluation staff. An additional 72 questionnaires were completed at that time by participants who had not formerly completed the questionnaire the day before. The questionnaires have been coded so as to distinguish

between those completed Friday from those questionnaires completed Saturday. It would be interesting to learn if the one-day difference in the administration of the instrument made any significant difference in participants' response with any given item. Such a task is left to the curious researcher to investigate at his convenience.

The format of the analysis is similar to that of the Analysis of the Formative Evaluation Questionnaire. Each item of the questionnaire is analyzed individually. At the top of the page appears the item as it appeared on the questionnaire. On the same page there is a frequency count that shows how the 190 respondents responded to that particular item. The following page consists of a narrative dealing with the purpose of the item and an analysis of the results.

TABLE 2.1

A SUMMATIVE EVALUATION QUESTIONNAIRE OF
THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

Ethnic I.D. _____

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	13	6.8
CHICANO	1.00	85	44.7
MEXICAN AMERICAN	2.00	41	21.6
ANGLO	3.00	18	9.5
OTHER	4.00	33	17.4
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to identify the ethnic composition of the Institute's participants. Categories were not preselected to avoid bias in the participants' response.

Analysis of the Results

Of the 190 participants that filled out the questionnaire 13 or 6.8% did not, for some reason or other, respond to this particular item. It is interesting to note that 85 or 44.7% of the respondents wrote "Chicano(a)" as their Ethnic I.D. On the other hand, 41 respondents or 21.6% identified themselves as "Mexican-American." Of the total respondents 18 or 9.5% were "Anglo." The 33 or 17.4% of the respondents that constitute "Others" are composed of all other Ethnic I.D.'s not included above. Such Ethnic I.D.'s included:* Spanish, Irish-American, Puerto Rican, Spanish-American, Latin, Boricua, Navajo, A.S.S., and Negro.

Suggestions for Further Analysis and/or Future Research

It would be of interest to compare the responses among the respondents who identified themselves as Chicano, Mexican-American and Anglo. Of special interest would be the comparison for each item between the Chicano and Mexican-American respondents to determine if differences in item responses exist on the basis of ethnic identification within the same basic minority.

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*These classifications were so stated by the respondents.

TABLE 2.2

Employment Status: (check the most appropriate response)

____Administrator	____Para Professional
____Project/Program Coordinator	____Community Representative
____Teacher or Professor	____Student
____Other (specify)_____	

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	4	2.1
ADMINISTRATOR	1.00	41	21.6
PROJ COORDINATOR	2.00	35	18.4
TEACHER OR PROF	3.00	53	27.9
COMMUNITY REP	5.00	9	4.7
STUDENT	6.00	26	13.7
OTHER	7.00	22	11.6
	TOTAL	190	100.0

Purpose of the Item

Even though this question was asked on the Formative Evaluation Questionnaire, the intent here is to provide the opportunity for further research in comparing the responses among the professions for each of the questionnaire items concerning the Institute.

Analysis of the Results

Of the 190 participants that filled out the questionnaire 4 or 2.1% did not respond to this particular item. Of those responding 41 or 21.6% were administrators, 35 or 18.4% were project or program coordinators, 53 or 27.9% were teachers or professors, 9 or 4.7% were community representatives, 26 or 13.7% were students, and 22 or 11.6% were "others." There were no paraprofessionals responding to this questionnaire. Others included: consultant, materials development specialist, resource librarian, and attorney, to mention just a few.

The teaching profession, as indicated on first survey, was the best represented at the Institute followed by administrators. The least representative at the Institute was the community element.

Suggestions for Further Analysis and/or Future Research

It would be of interest to learn if any significant differences exist for each item among the six employment status categories. Of special interest would be to learn if basic differences exist between administrators and project coordinators on any of the 12 items.

TABLE 2.3

1. To what extent did the Friday morning Bilingual Bicultural Project Demonstrations provide you with greater knowledge and expertise in that area of bilingual bicultural education?

Very Little 1 — 2 — 3 — 4 — Very Much 5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	7	3.7
VERY LITTLE	1.00	15	7.9
	2.00	21	11.1
	3.00	54	28.4
	4.00	56	29.5
VERY MUCH	5.00	37	19.5
	TOTAL	190	100.0

0058

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its third stated goal which reads: "To provide opportunities for participants tc acquire greater knowledge, skills, and expertise that will enable them to influence the direction of Bilingual Bicultural Education." Another intent of the item was to assess the relative success of the project demonstrations.

Analysis of the Results

Of the total (190) respondents 7 or 3.7% did not respond to this particular item. Thirty-six or 19% felt they had acquired little from the Friday morning Bilingual Bicultural Project Demonstrations in terms of knowledge and expertise in the area of Bilingual Bicultural Education. On the other hand, 93 or 49% of the respondents felt they had acquired greater knowledge and expertise from the project demonstration. Of those responding 54 or 28.4% were indifferent concerning this item.

Given these results it can be said that the Institute was successful in accomplishing its third stated goal. It may also be concluded that the Friday morning project demonstrations were relatively successful.

TABLE 2.4

2. The institute provided information enabling me to examine the various aspects of Bilingual Bicultural Evaluation in school settings with high concentration of ethnic minorities.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.1
STRONGLY AGREE	1.00	32	16.8
	2.00	55	28.9
	3.00	58	30.5
	4.00	26	13.7
STRONGLY DISAGREE	5.00	17	8.9
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its first stated goal which reads: "To provide participants with alternatives and options to examine the various aspects of Bilingual Bicultural Education in school settings with high concentrations of Mexican-American students; i.e., community involvement, teaching practices, teacher preparation, research, legislation and court actions." Another intent of this item was to determine the extent to which the Institute had provided its participants with knowledge in evaluating Bilingual Bicultural programs.

Analysis of the Results

Of the total (190) respondents 2 or 1.1% did not respond to this particular item. Of those responding 87 or 45.7% felt the Institute had provided information enabling them to examine the various aspects of Bilingual Bicultural evaluation in school settings with high concentration of ethnic minorities. On the other hand, 43 or 22.6% of the respondents felt the Institute had not provided information to examine the various aspects of Bilingual Bicultural evaluation in school settings. Fifty-eight or 30.5% of the respondents felt indifferent about this item.

Given these results it can be said that the Institute was relatively successful in accomplishing its first stated goal.

TABLE 2.5

3. The opportunities provided by the institute should enable me to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the U.S.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
STRONGLY AGREE	1.00	45	23.7
	2.00	66	34.7
	3.00	44	23.2
	4.00	23	12.1
STRONGLY DISAGREE	5.00	12	6.3
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its second stated goal which reads: "To provide opportunities for participants to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the United States."

Analysis of the Results

All 190 respondents responded to this particular item. Of the 190 respondents 111 or 58.4% felt that the opportunities provided by the Institute enabled them to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the United States. On the other hand, 35 or 18.4% of the respondents did not feel the Institute had provided them with the same opportunities. Forty-four or 23.2% of the respondents felt indifferent toward this item.

Given these results it can be said that the Institute was successful in accomplishing its second stated goal.

TABLE 2.6

4. The review of present and pending state Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.5
STRONGLY AGREE	1.00	42	22.1
	2.00	63	33.2
	3.00	44	23.2
	4.00	27	14.2
STRONGLY DISAGREE	5.00	13	6.8
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its fourth stated objective which reads: "To review present and pending state Bilingual Bicultural Education legislation and appropriations."

Analysis of the Results

Of the total (190) respondents only one or .5% did not respond to this particular item. There were 105 or 55.3% respondents who felt the Institute's review of present and pending state Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education. On the other hand 40 or 21% of the respondents felt the Institute's review of state legislation in Bilingual Bicultural Education was not quite as helpful. Forty-four or 23.2% of the respondents were indifferent concerning this item.

Given these results it can be said that the Institute was successful in accomplishing its fourth stated objective.

TABLE 2.7

5. The review of present and pending national Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.5
STRONGLY AGREE	1.00	44	23.2
	2.00	60	31.6
	3.00	51	26.8
	4.00	20	10.5
STRONGLY DISAGREE	5.00	14	7.4
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its fifth stated objective which reads: "To review present and pending national Bilingual Bicultural Education legislation and appropriations."

Analysis of the Results

Of the total (190) respondents again only one or .5% did not respond to this particular item. There were 104 or 54.8% respondents who felt the Institute's review of present and pending national Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education. On the other hand, 34 or 17.9% of the respondents felt the Institute's review of national legislation was not helpful for influencing future legislation in Bilingual Bicultural Education. There were 51 or 26.8% respondents who felt indifferent toward this item.

00687

TABLE 2.8

6. The institute was useful in developing new directions for influencing national legislation in Bilingual Bicultural Education for the '70's.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.1
STRONGLY AGREE	1.00	52	27.4
	2.00	63	33.2
	3.00	41	21.6
	4.00	21	11.1
STRONGLY DISAGREE	5.00	11	5.8
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the relative success of the Institute in accomplishing its sixth stated objective which reads: "To develop new directions for Bilingual Bicultural Education in American education for the '70s which will lead to national legislation."

Analysis of the Results

Of the total (190) respondents 2 or 1.1% did not respond to this particular item. Of those responding 115 or 60.6% felt the Institute was useful in developing new directions for influencing national legislation in Bilingual Bicultural Education for the '70s. On the other hand, 32 or 16.9% of the respondents felt the Institute was not useful in developing new directions for influencing national legislation in Bilingual Bicultural Education. There were 41 or 21.6% of the respondents who were indifferent concerning this item.

Given these results it can be said that the Institute was most successful in accomplishing its sixth stated objective in influencing Bilingual Bicultural Education for the '70s.

TABLE 2.9

7. The presentations provided me with ideas for implementing and/or improving Bilingual Bicultural Education programs.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
STRONGLY AGREE	1.00	37	19.5
	2.00	69	36.3
	3.00	40	21.1
	4.00	23	12.1
STRONGLY DISAGREE	5.00	21	11.1
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine the effectiveness of the Institute's presentation in providing the participants with ideas for implementing and/or improving Bilingual Bicultural Education programs.

Analysis of the Results

All 190 respondents responded to this item. Of those responding 106 or 55.8% felt the Institute's presentations provided them with ideas for implementing and/or improving Bilingual Bicultural Education programs. On the other hand, 44 or 23.2% of the respondents felt the Institute had not provided them with similar ideas. Forty or 21.1% of the respondents were indifferent toward this item.

Given these results it can be said that the Institute was successful in providing presentations with ideas for implementing and/or improving Bilingual Bicultural programs to its participants.

0071

TABLE 2.10

8. The information gained at this institute will enable me to be more effective in my work concerning bilingual bicultural education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.1
STRONGLY AGREE	1.00	58	30.5
	2.00	62	32.6
	3.00	37	19.5
	4.00	14	7.4
STRONGLY DISAGREE	5.00	17	8.9
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine whether the information gained at the Institute enabled the participants to become more effective in their work concerning Bilingual Bicultural Education.

Analysis of the Results

Of the total (190) respondents 2 or 1.1% failed to respond to this particular item. A sizeable total of 120 or 63.1% of the respondents felt the information gained at the Institute enabled them to be more effective in their work concerning Bilingual Bicultural Education. On the other hand, 31 or 16.3% of the respondents did not feel they had gained similar information. There were 37 or 19.5% of the respondents who were indifferent toward this item.

Even though this particular concern was not a stated goal or objective of the Institute, the Institute was still quite successful with regard to its participants in providing them with the information enabling them to become more effective in their work concerning Bilingual Bicultural Education. Given these results it can be said that the Institute was most successful in providing its participants such information. It should be noted that Item #7 (or Table 2.9) and Item #8 (or Table 2.10) are referring to presentation and information in general. There is a higher positive response for the general overall information than the presentations.

TABLE 2.11

9. The luncheon addresses provided useful information about Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	8	4.2
STRONGLY AGREE	1.00	47	24.7
	2.00	64	33.7
	3.00	45	23.7
	4.00	12	6.3
STRONGLY DISAGREE	5.00	14	7.4
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine whether the Institute's luncheon addresses provided its participants with useful information about Bilingual Bicultural Education and to check on the format.

Analysis of the Results

Of the total (190) respondents 8 or 4.2% did not respond to this particular item. This item had the second highest number and percentage of "no response" of all the items in the questionnaire. A possible explanation is that perhaps some of these respondents did not attend either of the luncheons and hence were not in a position to comment. There were 111 or 58.4% respondents who felt the Institute's luncheons had provided them with useful information about Bilingual Bicultural Education. On the other hand, 26 or 13.7% felt the Institute's luncheons had not provided them with similar information. There were 45 or 23.7% of the respondents who felt indifferent towards this item.

Given these results it can be said that the Institute was successful in providing its participants via the luncheon addresses with useful information about Bilingual Bicultural Education.

TABLE 2.12

10. I would like to have had the opportunity to attend other project demonstrations.

Strongly Agree 1	2	3	4	Strongly Disagree 5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
STRONGLY AGREE	1.00	114	60.0
	2.00	37	19.5
	3.00	24	12.6
	4.00	5	2.6
STRONGLY DISAGREE	5.00	10	5.3
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine whether the participants would have liked to attend other project demonstrations. This item was also intended to provide the architects with feedback from the participants on the scheduling of project demonstrations to help them in planning future institutes.

Analysis of the Results

All 190 respondents responded to this item. A grand total of 151 or 79.5% of the respondents would have liked to have had the opportunity to attend other project demonstrations. On the other hand, only 15 or 7.9% of the respondents felt they had no need for a similar opportunity. There were 24 or 12.6% of the respondents who felt indifferent toward this item.

Given these results it can be said that a high percentage (79.5%) of the respondents would have liked the opportunity to attend other project demonstrations. Architects planning future institutes might consider scheduling project demonstrations in such a way so as to maximize the availability of demonstrations to participants given the prescribed time and economic parameters.

TABLE 2.13

11. The institute fulfilled my expectations.

Strongly Agree				Strongly Disagree
1	2	3	4	5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	2	1.1
STRONGLY AGREE	1.00	45	23.7
	2.00	63	33.2
	3.00	43	22.6
	4.00	21	11.1
STRONGLY DISAGREE	5.00	16	8.4
	TOTAL	190	100.0

Purpose of the Item

The intent of this item was to determine if the Institute was successful in fulfilling the participants' expectations. One cannot determine what the individual participant's expectations were by the nature of this item. However, whatever the participants' expectations of the Institute were, this item attempts to assess the extent to which the Institute fulfilled such expectations.

Analysis of the Results

Of the total (190) respondents 2 or 1.1% did not respond to this particular item. There were 108 or 56.9% of the respondents who felt their particular expectations had been fulfilled by the Institute. On the other hand, 37 or 19.5% of the respondents felt the Institute had not fulfilled their expectations. The remainder 43 or 22.6% of the respondents felt indifferent concerning this item.

Given these results it can be said that the Institute was successful in fulfilling the varied expectations of a high percentage (56.9%) of the participants.

TABLE 2.14

12. My overall impression of the institute is:

Excellent 1 2 3 4 Poor 5

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NO RESPONSE	0.0	1	0.5
EXCELLENT	1.00	56	29.5
	2.00	71	37.4
	3.00	40	21.1
	4.00	14	7.4
POOR	5.00	8	4.2
	TOTAL	190	100.0

Purpose of the Institute

The intent of this item was to assess the participants' overall impression of the Institute.

Analysis of the Results

Of the total (190) respondents only one or .5% did not respond to this particular item. There were 127 or 66.9% of the respondents who had a favorable overall impression of the Institute. On the other hand, only 22 or 11.6% of the respondents had an unfavorable impression of the Institute. Forty or 21.1% of the respondents felt indifferent toward this item.

Given these results it can be said that a high percentage (66.9%) of the participants had a favorable overall impression of the Institute. In this respect it can be stated that the National Bilingual Bicultural Institute was a success so far as the great majority of the participants are concerned.

Item #13 of the Summative Evaluation Questionnaire reads as follows: "Please state any comments you would like to express with regards to the Institute."

Of the total (190) respondents 72 or 37% did not respond to this particular item. Those who responded made comments that were positive, negative and/or suggested recommendations. The following is representative of the positive comments made concerning the Institute:

A fantastic advancement in the realization of an almost impossible dream.

It's been (long) overdue, need more things like this.

It is good, great rather, that legislators and national government figures were present. I ask where was the most important element represented directly, the BARRIO in other words?

The architects deserve congratulations.

Psychological atmosphere very conducive, hospitality great.

The institute was excellently planned and organized. I learned a great deal from the institute.

Very impressive, business-like, and informative. Entertainment was fabulous!

A chance for communication at all levels of participation.

The organization of the institute was outstanding.

Overall--an excellent institute and needed.

Felicitaciones a Rupert, Tomas, y Henry. Please send this leadership to the Southern Arizona area.

Good conference, I hope there is a follow-up.

Most speakers were very effective and informative.

Suggest greater and continued political involvement at all levels to realize immediate and long range goals.

Typical of the negative comments made by the respondents concerning the Institute include the following:

(Institute) lacked some organization, time-wise.

Special education as usual was not given enough recognition.

Presentations--top heavy with administrators.

Too much male-dominated, more here than any other conference.

Accommodations were terrible as far as service and eating facilities.

The demonstrations were all held simultaneously--no opportunity to attend more than one.

Organization for presentations very poor.

Make an attempt to start meetings on time.

This conference is not concerned with the community or it would have invited the community to the conference.

Time overruns were too common.

I was disappointed with the fact that some panelists did not show up.

The institute was too political in nature. There was too much emphasis on big name participants.

The recommendations are outlined in the ensuing chapter.

PARTICIPANTS' RECOMMENDATIONS

A number of recommendations concerning the Institute were offered by many of the respondents. Some of the recommendations listed below were offered more than once. It is important to note that these recommendations come from the Institute participants themselves. The recommendations are as follows:

A forum made up of teachers in the field from a number of states (New Mexico, California, Texas, Arizona, Colorado, etc.) to discuss in detail particular things they have seen or done that demonstrate genuine practicality for others to benefit from.

The general session of Saturday should have been one of the first to be held, not the last.

You should have included more ethnic minorities as speakers (Orientals, Indians).

We need to have more panel discussions in regards to Bilingual Bicultural Education by people who have such programs.

One should be held in the East Coast for a stronger concerted effort among the Spanish-speaking.

More exhibits would have been helpful, especially from project sites.

NEA needs to commit more to the Chicano and provide funds for Chicano caucus and yearly conferences covering educational problems of Chicanos.

We need research in all aspects of bilingual education, something people seem to be deathly afraid of.

Next conference should aim at political legislative actions.

All members of the NEA Executive Committee should be sent a personal letter, signed by the conference coordinates--commending them for their support and expressing hope for continued cooperation with RAZA groups.

NEA needs to make or develop a lobby group at the national level for Bilingual Bicultural Education.

As a leadership development organization the National Education Task Force de la Raza should promote visibility of Chicanas by giving them more important roles in this institute.

Resolutions adopted and position papers should be published shortly thereafter with a specific action plan for implementation. The same should be mailed to participants and mass media channels, politicians and government officials.

Wider dissemination of the institute should've been made.

Institutes of this nature be extended to at least a week in length instead of 2 1/2 days. Don't add to the agenda, just provide more time for interaction in the different work labs even if some have to be repeated to provide opportunity for all to attend more than one lab.

Would like to voice a request for a Midwest conference since our problems are different than those of the Southwest.

Needed more information and materials on teacher training.

Smaller groups wherever possible.

(1) That the institute be held yearly. Things are moving too fast. (2) A positive action on the part of the institute be arrived at, agreed to, and carried out, then brought back at the next conference. (3) Regional conferences be set up.

More time could have been spent in two areas: teacher training programs and legislation (lobbying).

Next institute should provide for a concentrated look at implementation techniques to be used at local levels.

A list of all the persons attending the institute should have been provided by Friday.

Why not invite the schools to display their materials and even present demonstrations of the actual teaching of bilingual education.

A model bill for state bilingual programs should be developed and disseminated by the Task Force, based on the legal and educational principles set forth in the conference.

SUMMARY

Two evaluation instruments were administered at the National Bilingual Bicultural Institute. The results for both instruments are briefly summarized.* The results of the Formative Evaluation Questionnaire based on the 220 respondents are as follows:

Table 1.1

Sex: There were 51.4% males, 47.7% females, and .9% did not respond to this item.

Table 1.2

Employment Status: The participants included 31.8% teachers or professors, 20% administrators, 16.8% project coordinators, 11.4% students, 3.2% community representatives, 1.8% paraprofessionals, and 14.5% "others." Not responding to this item were .5% of the respondents.

Table 1.3

Level of Participation in Bilingual Bicultural Programs: The participants included 26.4% from elementary school, 16.8% from college or university, 7.7% from secondary school, 4.1% from the district, 3.6% from the state, 2.7% from the federal, 2.3% from the community, and 7.3% from "other." There were 19.1% who participate in more than one level, 7.7% were not applicable to this item, and 2.3% did not respond to this item.

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*Since the administration of both instruments was to the entire population of the Institute present at the time of administration, it can be said that the findings can be generalized to include all the participants at the Institute.

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Table 1.4

Spanish/English language development program: There were 46.4% of the participants engaged in a Language Maintenance Program as compared to 12.7% engaged in a Transitional Program. A sizeable 33.6% were not directly involved in a bilingual program.

Table 1.5

Knowledgeable of 1966 Tucson Conference: There were 25% who felt they were knowledgeable, 41.9% felt they were not knowledgeable and 33.2% felt indifferent toward this item.

Table 1.6

Institute provided information on Bilingual Bicultural Education since 1966: There were 37.3% who felt the Institute had provided them with much data, 25.5% felt they had been provided with little data, and 36.4% felt indifferent.

Table 1.7

Exemplary projects attended: The attendance at the exemplary projects included: elementary school, 25.5%; teacher training, 23.6%; preschool, 10.5%; secondary, 9.1%; community college, 6.4%; middle school, 3.2%; and 13.6% attended more than one exemplary project.

Table 1.8

Exemplary projects provided knowledge on Bilingual Bicultural Education: There were 29.6% who felt the exemplary projects had provided them with knowledge, 28.2% felt they had been provided with little knowledge, and 33.6% felt indifferent.

Table 1.9

Work Labs attended: The attendance at the Work Labs included: State Legislative Action, 35.0%, Court Action, 17.7%; Community Action, 16.8%; National Legislative Action, 13.6%; Administrative Action, 6.8%; and Association Action, 4.5%.

Table 1.10

Work Labs provided knowledge on Bilingual Bicultural Education: There were 46.8% who felt the Work Labs had provided them with knowledge, 18.2% felt they had been provided with little knowledge, and 31.8% felt indifferent toward this item.

Table 1.11

Bilingual Bicultural Education a continuous program: There were 89.5% who felt that Bilingual Bicultural Education should be a continuous program from elementary through high school, 5.9% felt it should not be a continuous program, and 2.3% felt indifferent toward this item.

Table 1.12

Priority in recruitment and hiring of Spanish-speaking teachers: There were 55.9% who felt the recruitment and hiring of Spanish-speaking teachers should have a high priority, to 21.3% it was less of a priority, and 17.7% felt indifferent.

Table 1.13

Priority on teachers' personal qualities in teacher preparation: There were 81.3% who felt that teachers' personal qualities be a high priority in teacher preparation for bilingual programs, 4.5% agreed on a low priority, and 10.9% were indifferent.

Table 1.14

Priority on teachers' knowledge of children in teacher preparation: There were 95% who felt that teachers' knowledge of children's background be a high priority in teacher preparation for bilingual programs, 1.4% agreed on a low priority, and .9% felt indifferent.

Table 1.15

Priority on skills in the teaching process in teacher preparation: There were 85% who felt that skills in the teaching process be a high priority in teacher preparation for bilingual programs, 4.6% agreed on a low priority, and 5.9% felt indifferent.

Table 1.16

Priority on teacher being bilingual in teacher preparation: There were 90.5% who felt that the teacher be bilingual as a high priority in teacher preparation for bilingual programs, 2.3% agreed on a low priority, and 5.9% felt indifferent toward this item.

The second evaluation instrument administered at the Institute was the Summative Evaluation Questionnaire. The results based on 190 respondents are briefly summarized as follows:

Table 2.1

Ethnic I.D.: The participants identified themselves as 44.7% Chicanos, 21.6% Mexican-Americans, 9.5% Anglos, and 17.4% "others." Not responding to this item were 6.8% of the respondents.

Table 2.2

Employment Status: A high positive correlation exists between these figures and those of Table 1.2. (Refer to Table 1.2.)

Table 2.3

Project Demonstrations provided knowledge on Bilingual Bicultural Education: There were 49% who felt the Friday morning national project demonstrations had provided them with greater knowledge on Bilingual Bicultural Education, 19% felt they had acquired little knowledge from the demonstrations, and 28.4% felt indifferent.

Table 2.4

Institute provides information on Bilingual Bicultural Evaluation: There were 45.7% who felt the Institute had provided them with information on evaluating Bilingual Bicultural programs, 22.6% felt they had not received similar information, and 30.5% felt indifferent toward this item.

Table 2.5

Institute provided opportunities to examine Bilingual Bicultural programs: There were 58.4% who felt the opportunities had been provided, 18.4% felt the opportunities had not been provided, and 23.2% felt indifferent toward this item.

Table 2.6

Review of state Bilingual Bicultural Education legislation helpful: There were 55.3% who felt the review of state Bilingual Bicultural Education legislation was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education, 21% felt the review was not helpful, and 23.2% were indifferent.

Table 2.7

Review of national Bilingual Bicultural Education legislation helpful: There were 54.8% who felt the review of national Bilingual Bicultural Education legislation was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education, 17.9% felt the review was not helpful, and 26.8% were indifferent.

Table 2.8

Institute useful for influencing legislation in Bilingual Bicultural Education for the '70s: There were 60.6% who felt the Institute was useful in developing new directions for influencing legislation in Bilingual Bicultural Education for the '70s, 16.9% felt the Institute had not been useful in this respect, and 21.6% felt indifferent.

Table 2.9

Presentations provided ideas for improving Bilingual Bicultural programs: There were 55.8% who felt the Institute's presentations provided them with ideas for improving Bilingual Bicultural programs, 23.2% felt similar ideas had not been provided them, and 21.1% were indifferent.

Table 2.10

Information will enable me to be more effective in Bilingual Bicultural Education: There were 63.1% who felt the information gained would enable them to be more effective in Bilingual Bicultural Education, 16.3% did not feel the information would help them be more effective, and 19.5% felt indifferent.

Table 2.11

Luncheon addresses provided useful information: There were 58.4% who felt the luncheon addresses had provided them with useful information, 13.7% felt the luncheon addresses had not provided them with useful information, and 23.7% felt indifferent toward this item.

Table 2.12

Opportunity to attend other project demonstrations: There were 79.5% who would have liked the opportunity to attend other project demonstrations, 7.9% did not have a need for a similar opportunity, and 12.6% felt indifferent.

Table 2.13

Institute fulfilled participants' expectations: There were 56.9% who felt their expectations had been fulfilled, 19.5% felt their expectations had not been fulfilled, and 22.6% felt indifferent.

Table 2.14

Participants' overall impression of the Institute: There were 66.9% who had a favorable overall impression of the Institute, 11.6% had an unfavorable impression, and 21.1% were indifferent.

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At best the National Bilingual Bicultural Institute can be said to have been a qualified success. It was a success in that, according to the participants who submitted evaluation forms, the Institute accomplished its three stated goals. The Institute was also very successful in accomplishing five of its six stated objectives. Unfortunately, the Institute was not so successful in accomplishing its second stated objective, Item #2 of the Formative Evaluation Questionnaire.

The Institute was an unqualified success in that it attracted approximately 1,300 participants from 25 states, Washington, D.C. and Mexico. Also a high percentage of the participants felt that their respective expectations concerning the Institute had been fulfilled. An even higher percentage of the participants indicated they had an excellent overall impression of the Institute. The architects of the Institute, Dr. Henry Casso and Sr. Tomas Villarreal, did an excellent job in designing the Institute as is reflected by the results of this evaluation. One of the participant's comments concerning the Institute read, "A fantastic advancement in the realization of an almost impossible dream." This participant captured the mood of the majority of the participants attending the Institute.

A list of recommendations as proposed by the participants is enclosed. Some of the recommendations might be seriously considered in planning future institutes of this nature.

Joseph O. Garcia

APPENDIX A

A FORMATIVE EVALUATION QUESTIONNAIRE OF
THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

A. Sex: ____M
____F

B. Employment Status: (check the most appropriate response)

____Administrator
____Project/Program Coordinator
____Teacher or Professor
____Para Professional
____Community Representative
____Student
____Other (specify)_____

C. Level of Participation in Bilingual Bicultural Programs:

____Elementary School
____Middle School
____Secondary School
____District
____College/University
____Community
____State
____Federal
____Other (specify)
____Not Applicable

D. Check the statement below which best describes your bilingual program with regard to Spanish/English language development.

____1. Language Maintenance Program (The instructional program is designed to develop and expand the two languages and related cultures throughout the course of the program.)

____2. Transitional Program (Spanish is used in the instructional program for the Spanish-speaking child as a "bridge" to learning English. Once the child has achieved an adequate command of English, Spanish is dropped from his instructional program.)

____3. Not directly involved in a bilingual program.

(Please circle the numerical response that best approximates your choice.)

1. To what extent are you now knowledgeable of the rationale, conference activities, and recommendations of the 1966 Tucson Conference.

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

2. To what extent has the institute provided you information concerning important activities in Bilingual Bicultural Education since 1966.

Very Little				Very Much
1	2	3	4	5

3. Which of the following bilingual bicultural exemplary projects did you attend?

_____Preschool
_____Elementary School
_____Middle School
_____Secondary School
_____Community College
_____Teacher Training

4. To what extent has the exemplary project provided you with greater knowledge and expertise in that area of bilingual bicultural education.

Very Little				Very Much
1	2	3	4	5

5. Which of the following Work Labs did you attend? (check only one)

_____National Legislative Action
_____State Legislative Action
_____Administrative Action
_____Association Action
_____Court Action
_____Community Action

6. To what extent has the Work Lab provided you with greater knowledge and expertise concerning major developments in Bilingual Bicultural Education.

Very Little				Very Much
1	2	3	4	5

7. The bilingual bicultural program of instruction should be conceived as a continuous program from preschool to high school.

Strongly Agree				Strongly Disagree
1	2	3	4	5

8. Recruitment and hiring of Spanish-speaking teachers is a high priority in my district or project area.

Strongly Agree				Strongly Disagree
1	2	3	4	5

9. In preparation of teachers for bilingual programs, what priority should be given to the following:

	High Priority				Low Priority
(a) the personal qualities of the teacher.	1	2	3	4	5
(b) The teacher's knowledge of children and appreciation of the cultural environment of the community from which their students derive.	1	2	3	4	5
(c) Skills in the teaching process.	1	2	3	4	5
(d) That the teacher be bilingual.	1	2	3	4	5

APPENDIX B

A SUMMATIVE EVALUATION QUESTIONNAIRE OF
THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

Ethnic I.D. _____

Employment Status: (check the most appropriate response)

____Administrator	____Para Professional
____Project/Program Coordinator	____Community Representative
____Teacher or Professor	____Student
____Other (specify)_____	

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1. To what extent did the Friday morning Bilingual Bicultural Project Demonstrations provide you with greater knowledge and expertise in that area of bilingual bicultural education?

Very Little				Very Much
1	2	3	4	5

2. The institute provided information enabling me to examine the various aspects of Bilingual Bicultural Evaluation in school settings with high concentration of ethnic minorities.

Strongly Agree				Strongly Disagree
1	2	3	4	5

3. The opportunities provided by the institute should enable me to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the U.S.

Strongly Agree				Strongly Disagree
1	2	3	4	5

4. The review of present and pending state Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

5. The review of present and pending national Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

6. The institute was useful in developing new directions for influencing national legislation in Bilingual Bicultural Education for the '70's.

Strongly Agree				Strongly Disagree
1	2	3	4	5

7. The presentations provided me with ideas for implementing and/or improving Bilingual Bicultural Education programs.

Strongly Agree				Strongly Disagree
1	2	3	4	5

8. The information gained at this institute will enable me to be more effective in my work concerning bilingual bicultural education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

9. The luncheon addresses provided useful information about Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

10. I would like to have had the opportunity to attend other project demonstrations.

Strongly Agree				Strongly Disagree
1	2	3	4	5

11. The institute fulfilled my expectations.

Strongly Agree				Strongly Disagree
1	2	3	4	5

12. My overall impression of the institute is:

Excellent				Poor
1	2	3	4	5

13. Please state any comments you would like to express with regards to the institute.

SUMMATIVE EVALUATION QUESTIONNAIRE OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

Ethnic I.D. _____

Employment Status: (check the most appropriate response)

____Administrator	____Para Professional
____Project/Program Coordinator	____Community Representative
____Teacher or Professor	____Student
____Other (specify)_____	

---

1. To what extent did the Friday morning Bilingual Bicultural Project Demonstrations provide you with greater knowledge and expertise in that area of bilingual bicultural education?

Very Little				Very Much
1	2	3	4	5

2. The institute provided information enabling me to examine the various aspects of Bilingual Bicultural Evaluation in school settings with high concentration of ethnic minorities.

Strongly Agree				Strongly Disagree
1	2	3	4	5

3. The opportunities provided by the institute should enable me to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the U.S.

Strongly Agree				Strongly Disagree
1	2	3	4	5

4. The review of present and pending state Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5

5. The review of present and pending national Bilingual Bicultural Education legislation and appropriations was helpful in defining new directions for influencing future legislation in Bilingual Bicultural Education.

Strongly Agree				Strongly Disagree
1	2	3	4	5